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ABSTRACT

This manual is designed to help work and family studies teachers meet the needs of students who are at risk. It uses a systematic approach to adapting the learning environment that consists of an intervention checklist and intervention strategies. The manual is divided into two general sections: Common Skills Area and Applied Skills Areas. The Common Skills Areas presents potentially needed skills that cross all applied areas. The Applied Skills section is divided into the six content-specific areas found in work and family studies classes: clothing and textiles, consumer education, career exploration, child development and parenting, foods and nutrition, and housing. Each applied area has three subsections: a checklist, a list of suggested interventions, and a list of suggested resources. Each checklist is divided into two columns. The left column lists the "characteristics of setting" that may be found in a classroom; the right column indicates the "student's present performance level" for that characteristic. When an at-risk student enters a class, the referring teacher, student, or parent indicates for each skill listed whether the students has mastered, is working on, or is unable to perform the skill. The receiving teacher indicates classroom characteristics that will be required of the student. If mismatches are found, the teacher selects an appropriate intervention strategy from the list that follows. Suggested resources are listed after the interventions. (YLB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

# AT-RISK STUDENTS IN WORK & *Family* STUDIES

- Clothing and Textiles • Consumer Education • Career Exploration
- Child Development and Parenting • Foods and Nutrition • Housing

CE 073 752

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# AT-RISK STUDENTS IN WORK AND FAMILY STUDIES

**Developed by**
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PO Box 2120
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Henrico County Public Schools
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# PURPOSE

This manual was designed to help teachers meet the needs of students who are at risk in Work and Family Studies classes in Virginia. For the past several years, an increasing number of students with special needs have been integrated into general education classes. Because of this, teachers can no longer teach to homogenous classes, but must be prepared to meet the needs of a wide variety of students, including those with disabilities and those at risk.

In the past, teachers learned the skills they needed to accommodate these various student needs through trial and error, self-study, or in-service training. Three years ago, however, the staff of Work and Family Studies began developing a systematic way to equip Work and Family Studies teachers with these necessary skills. This manual, the result of that project, is intended to be a practical tool for use in each area of Work and Family Studies classes. Aided by this manual, Work and Family Studies teachers will now be prepared to meet the needs of all students in their classrooms.

The Work and Family Studies staff of the Virginia Department of Education welcomes feedback on this manual and hopes that as a result of its use, students will experience even more success in Work and Family Studies classes.

# How to Use This Manual

For the past two years, Work and Family Studies teachers have been offered training in intervention strategies for use in general education settings. These strategies were based on the SAALE Model developed by Dr. Judy W. Wood and widely used across the nation. The SAALE Model, a systematic approach to adapting the learning environment, is a simple model consisting of an intervention checklist and intervention strategies. In general terms, the model highlights those areas where the student either is having or will have difficulty, and then suggests strategies that will help the teacher meet the student's needs. This manual was developed using the SAALE model.

This manual is divided into two general sections: the **Common Skills Area** and the **Applied Skills Areas.** The Common Skills Area presents potentially needed skills that cross all applied areas. The Applied Skills section is divided into the six content-specific areas found in Work and Family Studies classes: Clothing and Textiles, Consumer Education, Career Exploration, Child Development and Parenting, Foods and Nutrition, and Housing. Each applied area has three subsections: a checklist, a list of suggested interventions, and a list of suggested resources.

Each checklist is divided into two columns. The lefthand column lists the "characteristics of setting" that may be found in a classroom; the righthand column indicates the "student's present performance level" for that characteristic. When an at-risk student enters a class, the teacher referring the student, the student, or perhaps a parent indicates for each skill listed whether the new student (1) has mastered the skill; (2) is working on the skill; or (3) is unable to perform the skill. Similarly, the teacher receiving the student places a checkmark next to the classroom characteristics that will be required of the student. If the teacher checks a specific skill requirement in the lefthand column and sees from the righthand column that the student cannot perform the skill, a classroom mismatch has been found. The teacher may then select an appropriate intervention strategy to deal with this mismatch.

Following each area checklist is a set of interventions for that area that corresponds roughly to each section of the checklist. For example, in the Common Skills Area checklist, the heading "I. Social/Emotional Behaviors" has a matching section in the Common

Skills Area interventions. The same system of finding mismatches and then intervening with a specific strategy is used for each of the six Applied Skills Areas. A list of suggested resources for each area can be found after the interventions.

The interventions in this manual are merely suggestions, and teachers are encouraged to develop their own strategies as well. The primary purpose is to offer alternative ways to help students who are experiencing difficulty in the classroom. This manual may be used by an individual teacher, between teachers as they jointly plan for a student, for 504 plans, or during IEP meetings.

# Work and Family Studies
# COMMON SKILLS AREA

The Common Skills Area section of this manual presents those skills that cross all applied areas. This section contains a checklist and a list of interventions that can be used by a teacher when a mismatch between a student's capabilities and the classroom environment is found.

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# Intervention Checklist: Common Skills

Student: _____ Course: _____

Evaluator: _____ Teacher: _____

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **General Assessment of Classroom Skills** | | | | | |
| **I. Social/Emotional Behaviors** | | | | | |
| A. Student Interaction | | | | | |
| 1. Individual | ___ | Interacts appropriately individually | ___ | ___ | ___ |
| 2. Cooperative | ___ | Interacts appropriately cooperatively | ___ | ___ | ___ |
| 3. Competitive | ___ | Interacts appropriately competitively | ___ | ___ | ___ |
| B. Classroom Rules | | | | | |
| 1. Rules explained orally | ___ | Understands orally presented rules | ___ | ___ | ___ |
| 2. Rules posted | ___ | Understands written rules | ___ | ___ | ___ |
| 3. Adherence to unstated rules | ___ | Follows unstated rules | ___ | ___ | ___ |
| 4. Student involved in rule-making | ___ | Participates in rule-making process | ___ | ___ | ___ |
| 5. Consequences for noncompliance | ___ | Understands consequences for noncompliance | ___ | ___ | ___ |
| 6. Reinforcement provided for rule-following | ___ | Requires external reinforcement | ___ | ___ | ___ |
| | | Adapts to any management system | ___ | ___ | ___ |
| C. Requesting Help | | | | | |
| Student requests help in the regular classroom | ___ | Requests help from regular teacher as needed | ___ | ___ | ___ |
| | | Requests help from teacher's aide as needed | ___ | ___ | ___ |
| | | Requests help from special education teacher as needed | ___ | ___ | ___ |
| **II. Physical Behaviors** | | | | | |
| A. Grouping for Instruction | | | | | |
| 1. Large group | ___ | Works well in large group | ___ | ___ | ___ |
| 2. Small group | ___ | Works well in small group | ___ | ___ | ___ |
| 3. One-to-one | ___ | Works well one-to-one | ___ | ___ | ___ |
| | | Adapts to various group settings | ___ | ___ | ___ |

Wood, J. W. *Intervention Checklist*. Richmond, VA: Virginia Commonwealth University, 1991. Adapted with permission for use in the Commonwealth of Virginia. © 1994, Judy W. Wood.

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# Intervention Checklist: Common Skills p. 2

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| B. Sounds | | | | | |
| 1. Minor distractions (some interaction) | ____ | Works with minor distractions | ____ | ____ | ____ |
| 2. Noisy environment (open interaction) | ____ | Works with many distractions | ____ | ____ | ____ |
| 3. Provisions for individual study space with reduced auditory distractions | ____ | Works in individual space | ____ | ____ | ____ |
| | | Adapts to various degrees of noise | ____ | ____ | ____ |
| **III. Cognitive Behavior** | | | | | |
| A. Instructional Variables | | | | | |
| 1. Lecture | ____ | Retains material from lectures | ____ | ____ | ____ |
| 2. Explanation | ____ | Comprehends group explanations | ____ | ____ | ____ |
| 3. Audiovisual presentation | ____ | Retains audiovisual information | ____ | ____ | ____ |
| 4. Discussion | ____ | Participates in class discussion | ____ | ____ | ____ |
| 5. Questions | ____ | Responds to questioning adequately | ____ | ____ | ____ |
| 6. Self-directed study | ____ | Works on independent projects | ____ | ____ | ____ |
| 7. Experiments | ____ | Performs lab experiments | ____ | ____ | ____ |
| 8. Construction | ____ | Builds projects independently | ____ | ____ | ____ |
| 9. Group work | ____ | Works in small groups | ____ | ____ | ____ |
| 10. Other | ____ | Adapts to various teaching methods | ____ | ____ | ____ |
| B. Notetaking Techniques | | | | | |
| 1. Copied from board | ____ | Copies notes from chalkboard | ____ | ____ | ____ |
| 2. Prepared by teacher | ____ | Reads notes written by teacher | ____ | ____ | ____ |
| 3. From lecture | ____ | Takes organized lecture notes | ____ | ____ | ____ |
| 4. From textbook | ____ | Takes notes from textbook | ____ | ____ | ____ |
| 5. Lecture outline provided by teacher | ____ | Takes notes with outline as guide | ____ | ____ | ____ |
| 6. Carbon copy of notes available | ____ | Reads notes taken by other students | ____ | ____ | ____ |
| C. Notebooks | | | | | |
| 1. Notebooks required | ____ | Organizes notebook | ____ | ____ | ____ |
| | | Continues to keep notebook | ____ | ____ | ____ |
| D. Study Guides | | | | | |
| 1. Guides given for test | ____ | Works with study guide | ____ | ____ | ____ |


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# Intervention Checklist: Common Skills p. 3

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **E. Adaptations of Assignments** | | | | | |
| 1. No modifications made in subject matter | | Performs without modifications | | | |
| 2. Some modifications made (list below) | | Performs with some modifications (list below) | | | |
| _____ | | _____ | | | |
| 3. Peer tutors used | | Works with peer tutor | | | |
| **F. Class Procedure** | | | | | |
| 1. Students read aloud | | Reads text aloud | | | |
| 2. Students present projects/reports orally | | Presents materials orally | | | |
| 3. Student panel discussions | | Participates in oral discussions | | | |
| 4. Lab work required | | Works in laboratory setting | | | |
| | | Completes lab report | | | |
| | | Assembles and stores equipment | | | |
| | | Adapts to varied class procedures | | | |
| **G. Homework** | | | | | |
| 1. Assignments copied from chalkboard | | Copies accurately from chalkboard | | | |
| 2. Written assignments provided | | Reads written assignments accurately | | | |
| 3. Oral assignments provided | | Follows oral directions | | | |
| 4. Other requirements (list below) | | Completes homework independently | | | |
| _____ | | | | | |
| **H. Materials** | | | | | |
| 1. Textbook is used | | Reads textbook at grade level | | | |
| 2. Grade level of text | | Reads text adapted to level | | | |
| 3. Supplemental handouts | | Reads most handouts | | | |
| 4. Other materials (list below) | | Adapts to variety of materials | | | |
| _____ | | | | | |
| **I. Equipment Used** | | | | | |
| 1. Computer | | Learns from computer | | | |
| 2. Film/movies | | Learns from film/movies | | | |
| 3. Filmstrips | | Learns from filmstrips | | | |
| 4. Overhead projector | | Learns from overhead projector | | | |
| 5. Slides | | Learns from slides | | | |
| 6. Tape recorder | | Learns from tapes | | | |
| 7. Television | | Learns from television | | | |

# Intervention Checklist: Common Skills p. 4

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| 8. Videotape Recorder | ____ | Learns from videotapes | ____ | ____ | ____ |
| 9. Other (list below) | ____ | Other (list below) | ____ | ____ | ____ |
| _____ | | _____ | | | |
| J. Test Format Used | | | | | |
| 1. True-false | ____ | Takes true-false tests | ____ | ____ | ____ |
| 2. Matching | ____ | Takes matching tests | ____ | ____ | ____ |
| 3. Fill-in-the-blank | ____ | Takes fill-in-the-blank tests | ____ | ____ | ____ |
| 4. Multiple choice | ____ | Takes multiple choice tests | ____ | ____ | ____ |
| 5. Essay | ____ | Takes essay tests | ____ | ____ | ____ |
| 6. Open book | ____ | Takes open book tests | ____ | ____ | ____ |
| 7. Other (list below) | ____ | Other (list below) | ____ | ____ | ____ |
| _____ | | _____ | | | |
| K. Test Conditions | | | | | |
| 1. Tests given orally | ____ | Takes oral tests | ____ | ____ | ____ |
| 2. Tests copied from board | ____ | Copies tests accurately from board | ____ | ____ | ____ |
| 3. Tests are timed | ____ | Works under time pressure | ____ | ____ | ____ |
| 4. Study guide provided prior to test | ____ | Utilizes study guide effectively | ____ | ____ | ____ |
| 5. Resource teacher allowed to administer tests | ____ | Needs test administered by resource teacher | ____ | ____ | ____ |
| 6. Tests are handwritten | ____ | Reads handwritten tests | ____ | ____ | ____ |
| 7. Tests are typed | ____ | Reads typed tests | ____ | ____ | ____ |
| | | Other test modifications needed (list below) | | | |
| | | _____ | | | |
| | | _____ | | | |

Notes:

# Intervention Strategies for Common Skills Area

## I. Social/Emotional Behaviors

- **Understanding Student/ Teacher Roles**
  1. Discuss and make lists of the responsibilities of the teacher and the student.
  2. Have the class add rules to each of the two lists in (1.) above.
  3. Role play adult and student authority situations.
  4. Have the class add rules to the role-play situations.
  5. Make a list of responsibilities and have the students put an *S* next to those that are the students' responsibilities and a *T* next to those that are the teacher's.
  6. Make a list of classroom situations and allow students to take turns role-playing.

- **Respecting Others' Space**
  1. Have a discussion on space and on which space belongs to the students.
  2. Discuss what it means to respect each other's space.
  3. Discuss the importance of maintaining appropriate personal distance in a conversation. Let students demonstrate comfortable and uncomfortable distances.
  4. Play *What If*. Provide a list of experiences and situations for students to discuss.

- **Ignoring Distractions**
  1. Have the students make a list of distractions in the classroom that slow them down or prevent them from completing their work.
  2. Brainstorm ways to cope with the distractions listed in (1.) above.
  3. Develop a signal for the student to use when he or she becomes distracted.

- **Listening**
  1. Discuss with the class the importance of being a good listener.
  2. List situations at home when one must listen.
  3. List situations at school when one must listen.
  4. Role play the above situations in twos and threes.
  5. Have students with listening problems repeat directions, instructions, etc.
  6. Develop a listening checklist for older students.
  7. Teach students to maintain eye contact while listening.
  8. Discuss the importance of careful listening for specific information.

- **Following Directions**
  1. Discuss with the class the importance of following directions.
  2. Review the behaviors necessary in order to follow directions: look at the speaker, listen, repeat directions, ask for clarification if needed, and perform the required task.

- **Requesting Permission**
  1. Discuss reasons for requesting permission in different settings—at home, at school, with friends, on the bus.
  2. Discuss the steps for requesting permission in each of these settings.

- **Requesting Assistance**
  1. Discuss the correct procedures for asking for assistance.
  2. List situations when a student might need assistance at home.
  3. List people at home from whom students could request assistance.
  4. Model the appropriate way for making a request at home.
  5. List situations when a student might need assistance at school.
  6. List school personnel from whom students could request assistance.
  7. Model the appropriate way to request assistance at school.
  8. Role play requesting assistance at home and at school.

- **Requesting Clarification**
  1. Discuss the necessity of asking for clarification in order to follow directions or act on information.
  2. Discuss the consequences of not requesting clarification.
  3. Make a list of situations in which clarification might be needed.
  4. Discuss the steps one takes when requesting clarification.
  5. Practice requesting clarification in a particular situation.

- **Participating in Class**
  1. Discuss the meaning of participation and the importance of voluntary participation.
  2. Establish guidelines for class participation.
  3. List situations when one would participate in a class discussion.
  4. Role play the situation of a teacher asking for a response and a student volunteering a response.
  5. Discuss barriers (lack of interest, fear of looking foolish, not understanding, not knowing the answer, fear of giving the wrong response) and keys (listen to activity, look at the speaker, realize that many students are afraid of looking foolish) to participating in class.
  6. List on the board ways in which students can participate in a class or group.

- **Solving Problems**
  1. Discuss a problem-solving/choice-making process.
  2. Have students make a list of problems they have encountered.
  3. Role play solving the problems students have encountered.
  4. Help students understand "choice making" and its prerequisite role in solving problems.
  5. Suggest situations in which choices must be made. Let the student select a "choice" in each situation and discuss the ramifications of each choice.
  6. Present the class with problem scenarios and have them solve each problem step-by-step.

- **Accepting Responsibility**
  1. Discuss the concept of "accepting responsibility."
  2. Review the responsibilities of a teacher.

3. List on the board the responsibilities of a student at school.
4. List on the board the responsibilities of a student at home.

- **Using Transition Activities**
  1. Make a list on the board of school-related transition times.
  2. Discuss ways to make transitions go more smoothly.
  3. Role play making transitions in various situations.

- **Using Free Time Wisely**
  1. Lead a class discussion on the meaning of "free time."
  2. Make a list of free-time situations at home.
  3. Make a list of free-time situations at school.
  4. List positive consequences of the wise use of free time.
  5. Have students keep a list of how they use their free time.

- **Working Cooperatively in a Group**
  1. List on the board situations in which cooperation is needed.
  2. Make a list of ways to cooperate in a group.
  3. Role play situations in which one cooperates in a group.
  4. Make a list of consequences when people do not cooperate.

- **Following Rules**
  1. Discuss why rules are important.
  2. Make a list of coping skills a student needs when told that he or she has broken a rule and does not understand it.

## II. Physical Behaviors

1. Assign peer tutors or buddies.
2. Use group techniques of a) *Peer Tutoring,* where two students work together, one as an instructor, under the supervision of the classroom teacher; b) *Group Projects,* where students pool their knowledge and skills in order to create a project or complete an assignment; c) *Jigsaw,* where each group member is assigned a task that must be completed in order for the group to reach its goal.

## III. Cognitive Behaviors

- **Instructional Variables**
  1. *Lecture:* provide lecture outlines; provide a copy of lecture notes; use transparencies to add a visual component to the lecture.
  2. *Audio Recording*: present with visuals; give earphones to any students easily distracted by sound.
  3. *Motion Pictures:* orient students to a movie before showing it; be sure the length of the movie is appropriate; place students with auditory problems close to the sound; review the main points of the film afterward; provide a brief outline of the main points.
  4. *Discussion:* ask questions you know the students can answer; keep discussions short; as points are made, list them on the board or a transparency; divide the class into groups for brief discussions.

5. *Asking Questions:* ask questions at the appropriate level of the taxonomy scale; vary questions to meet different taxonomy levels of students; call a student's name before directing a question to him or her; do not embarrass students by asking questions they obviously cannot answer.
6. *Classifying:* use concrete rather than abstract concepts.
7. *Self-directed Study:* give specific directions about what to do; make directions short, simple, and few; collect and place the resources for study in one area.
8. *Observing:* give explicit directions about how and what to observe; provide a sequential checklist of what will happen so that the student can see the steps involved; have the student check off each step observed.
9. *Synthesizing:* assign a peer tutor to help; provide a model of the whole.
10. *Experiments:* provide sequential directions; have students check off each completed step; if the teacher demonstrates, let a student assist; be sure the student fully understands the purpose, procedures, and expected outcome of the experiment; set up incidental learning experiences.
11. *Exhibits:* assign projects according to the students' instructional level; have students select a project or topic from a short list; provide directions and a list of materials needed; be sure the project does not require skills the students lack; have students display their exhibits.
12. *Simulations:* do not embarrass students by requiring them to do something they cannot do; make sure students understand the directions, terms used, and expected outcome.
13. *Modeling:* model only one step at a time; use task analysis on each step; use visual models when possible.
14. *Field Trips:* prepare students by explaining the destination, purpose, expected behavior, and schedule for the field trip.
15. *Role playing:* be sure the student understands his or her role; short lines or no lines at all may be best; respect the privacy of a student who does not want a role, and let such a student assist another role player.
16. *Constructing:* select a project for students or have them select one from a short list; try to use projects that include special education objectives; provide a sequential checklist.
17. *Preparing Exhibits:* assign a peer tutor to help; use the interventions suggested under *Constructing* above.
18. *Processing:* clearly state the steps of the process; make the steps sequential and short.
19. *Group Work:* assign a peer tutor; select an activity that students can succeed in; use a variety of grouping procedures.

- **Notetaking Techniques**
  1. Save a set of notes from another class to give to the student.
  2. Give the student a copy of the teacher's notes.
  3. Have one student give a copy of his or her notes to a student who has difficulty taking notes.
  4. Seat the student to avoid auditory or visual distractions.
  5. Provide structured organizers and teach students how to use them for taking notes.
  6. Provide a lecture outline for notetaking.
  7. Develop a "who, what, when, where, how, and why" outline for notetaking.
  8. Teach students to use two-thirds of their paper for note taking and one-third for study and review.
  9. Assist students in notetaking techniques. For example, have students take notes in the righthand column. Then, as the lecture is being given, point out important dates, facts, vocabulary, etc., and have the student put them in the lefthand column. After completing a section of notes, stop and ask

the students to review their notes and list possible test questions in the lefthand column; review the questions presented, and have the class complete missing information.

10. After notetaking, have students work with a "buddy" to study and review notes.
11. Have students develop a format for storing their notes. This will help them to organize, file, and retrieve them for later review. Looseleaf paper allows for easier filing of notes, but spiral notebooks can be used.
12. Teach students how to use their notes for study and review.
13. Assign "buddies" or "study and review" teams to work together using the notes.
14. Have "buddies" color-code notes: one color for vocabulary, another for facts to remember, and another for concepts to study.
15. Have "buddies" check one set of notes with another and write any missing information in the lefthand column.
16. Use class time to teach students to file their notes in an organized manner until the students have developed a structure.
17. Before a test, refer to notes that should be reviewed by dates and/or topics. Tell the student the type of test to be given for specific notes.
18. Always keep an extra set of class notes on file in the classroom. Students who are absent or who have missed sections of notes can refer to this set for assistance. File the notes by class dates for easy retrieval.

- **Steps for Adapting Assignments**
  1. Assess the assignment for the appropriate instruction level; gear the assignment to the level of the student.
  2. Structure the assignment so that all students can experience success.
  3. Begin all assignments with a planned opening and a purpose.
  4. Relate all activities within an assignment directly to the objective of the assignment.
  5. Be sure that all assignment information is included in the assignment (points to be given, due date, format, components, etc.).
  6. Provide written and oral directions.
  7. Place the in-class and/or homework assignment in the same place each day.
  8. Orient students to the major points of the assignment.
  9. Review the assignment and check for questions. Be sure the student has the correct information on the assignment (page numbers, date due, etc.).
  10. Require students to develop a method of recording and keeping track of assignments.
  11. If the assignment requires students to look up answers to questions, use an asterisk (*) to distinguish implied fact from literal questions requiring a stated fact.
  12. For a lengthy assignment, provide class time to complete part of it, or divide the assignment into two or more days.
  13. Identify an "assignment buddy" for each student. The buddy may be another student within the class, a student in another class, or a friend or parent outside of class. This provides a support system for the student who may not know how to complete the assignment.
  14. Give assignments to two or more students. Class time may be given for shared assignments and split grading may be used.
  15. Teach students the concept of grade averaging with and without zeros. Many students do not realize how difficult it is to raise a grade average after receiving a zero on one assignment.

16. Allow students to drop one or more low assignment grades per grading period.
17. Establish "assignment passes" that can be earned for good work and "cashed in" when the assignment is forgotten or when a low grade is received.
18. If an assignment requires several steps or stages (e.g., projects), provide a checklist for the students.
19. If the assignment is to be copied from the board, provide a copy of it for students who have difficulty copying.
20. If the assignment is to be copied from the text, allow students who have difficulty copying or who copy slowly to copy only the answers.
21. Worksheets should be clear and uncluttered. Avoid overusing worksheets: being given a stack of worksheets can overwhelm a student.
22. Put books that must be taken home in the student's locker with their spines to the back of the locker and on the right side of locker. At the end of the day, the student can reach into the locker and retrieve all spine-back books to take home.
23. Make copies of the assignments for a week and give the student and the resource teacher a copy.
24. After the class assignment is completed, tell students where to put the assignment and what to do next.
25. Do not punish the student by making him/her finish assignments during free time, recess, or after school.
26. For in-class assignments, give a warning when it is close to time to turn in the assignment.
27. Provide immediate feedback on all assignments.
28. Give individual student assignments rather than a general announcement to the entire class.
29. Use feedback from the previously completed assignments to indicate the quality of the next assignment.

- **Equipment Used**

A. *Overhead Projectors*

1. Present a lecture outline on the overhead projector to orient students before a lecture.
2. Make visuals of main points.
3. Write directions on a transparency and repeat the directions orally for reinforcement.
4. Permit students to use the overhead for their presentations to help them organize their thoughts.
5. Be sure the lettering on a transparency is at least one-fourth of an inch high (Brown, Lewis, & Harcleroad, 1977).
6. Lay a sheet of paper across the transparency and gradually move it down to reveal covered material. Onionskin paper casts a shadow over the material beneath it, but still allows it to be seen.
7. Place math problems on the overhead and solve them step-by-step to increase student participation. Have students write the answers on the transparency or on the chalkboard if the board is being used as a screen.
8. Stimulate class discussion and interest by viewing objects such as flowers or designs on the overhead. For science presentations use leaves, insect body parts, or other objects with opaque or translucent structures that can be examined in detail.
9. Use geometric shapes, transparent gauges, scales, and meter dials that can be enlarged on the overhead projector so that everyone in class can observe a manipulation at the same time.
10. Use a variety of color to generate interest and to emphasize or differentiate among areas, content, and categories.

11. Use colored lines to enclose areas for discussion or to highlight different aspects of a diagram. Colored numbers or letters help guide students during discussions and identify areas referred to in test questions.
12. Use only a few points or items per transparency. Too much information on a transparency decreases its impact.
13. Prepare handouts that provide information on the materials shown on the overhead.
14. Adapt commercially produced transparencies to the students' needs: if the vocabulary is too technical, simplify it; add underlines, circles, or other guidelines; cut the master to make two transparencies from one master; eliminate parts not relevant to the purpose.

B. *Tape Recorder*

1. Use a tape recorder to allow students to work at their own pace.
2. Prepare tapes of spelling words, math facts, and science lessons, along with worksheets or other activities to provide sequential instruction.
3. Make tapes of directions for complicated activities or textbook assignments.
4. Tape class discussions for later evaluation by class members or the teacher.
5. Tape class lectures for students who cannot take notes or who are absent.
6. Have students listen to a taped story or play while following in their books, using a pointer or their finger to associate the printed word with the sound.
7. Use a tape recorder to reinforce the correct pronunciation of words in English class.
8. For students receiving speech therapy, record the correct pronunciation of sounds the therapist is working on.
9. Record study questions at the ends of the chapters, pausing for the student's response.
10. For slow learners, tape record activities or chapters from books.

- **Test Directions**

1. Keep the directions short and simple; avoid unnecessary words.
2. Type or neatly print test directions.
3. Place all directions at the beginning of each separate test section.
4. When giving more than one direction, list them vertically.
5. List only one direction in each sentence.
6. Underline or otherwise emphasize the word *Directions* to focus the student's attention on them.
7. Avoid using words such as *never, not, always,* and *except*. If you must use them, underline and capitalize them.
8. Define any unfamiliar or abstract words.
9. Color-code directions.
10. Give test directions orally and in writing.
11. Tell students the purpose of the test both orally and in writing.
12. Go over each direction before the test to be sure the students understand what is to be done: the student who does not understand the directions will be the last to ask for clarification.
13. While the test is in progress, walk around the room and check to see that students are following directions.
14. Teach students that if points are to be lost, it should not be because they have misunderstood or not followed the test directions.

- **Testing Format**

A. *True/False Items*

1. Avoid stating questions negatively.
2. Avoid long, wordy sentences.
3. Avoid trivial statements or ones that do not assess student knowledge.
4. Allow the student to circle the correct answer.
5. Avoid using too many true-false questions at one time; a limit of ten per test is suggested.
6. Avoid using *never, not, always,* and *except*. If you must use them, underline and capitalize them.
7. Avoid having students change false statements to true statements unless you have taught this skill.
8. Place the words *True* and *False* at the end rather than the beginning of the sentence.

B. *Matching Items*

1. Place all matching items and choice selections on the same page.
2. Leave extra space between items in columns to be matched.
3. Use homogeneous material for each matching exercise.
4. Use small groups of matching questions and avoid long matching lists.
5. Place one extra response in one of the columns. For example, if there are ten responses in column A, place 11 choices in column B. Statistically, this places the odds of a correct answer in the student's favor.
6. Have only one correct answer for each item.
7. Avoid having students draw lines to the correct answer, since this may be visually confusing.
8. Keep all matching items brief. A student who has comprehension and reading problems may not be able to process long, wordy items.
9. Place each answer on a 3x5 card so that the student can manipulate them and match questions to the correct answer by placing the card next to the item (Janice Mael).
10. Place the list of more lengthy items in the left column. This makes for less reading and aids the slow reader.
11. Make a mini letter bank under the blank to reduce the number of choices.
12. Place the blank after the response in column A.
13. Teach students who take tests in which the columns are not reversed to begin the test by working from column B to column A.
14. Teach students to answer questions in reverse.

C. *Completion/Fill-in-the-Blank Items*

1. Write simple and clear test items.
2. Avoid the use of statements taken directly from the textbook. Taken out of context, these are frequently too general and ambiguous to be used as questions.
3. Provide large blanks for students with poor handwriting or with motor control problems.
4. Be sure that the blank size matches the response. If the blank is too long or too short, students may think that their response is incorrect.
5. Provide a mini word bank immediately under the response bank. This reduces memory load and can be implemented on a test that is already constructed.
6. Allow students to circle the correct choice in the mini word bank.
7. Place the blank at the end rather than the beginning of the sentence.
8. Provide word banks for the test.
9. Tell students prior to the test whether or not they will have a word bank on the test.

10. Use a "floating word bank," in which the student moves the bank up and down the right side of the page to check for the correct word. This places the word close to the blank.
11. Have another teacher read over the test to see if he/she understands each item.
12. Place one extra word in the word bank. This places the statistical odds of a correct answer in the student's favor.
13. If a word in the bank will be used more than once, it should appear in the bank more than once.

D. *Multiple Choice Items*

1. State the questions and answer choices clearly.
2. Avoid using unnecessary words.
3. Use grammatically consistent choices.
4. Let the student circle the correct answer.
5. Arrange answers and distracters vertically on the page.
6. Avoid the frequent use of fillers such as *either-or, all of the above, none of the above.*

E. *Essay/Short Answer Items*

1. Use items that can be answered briefly.
2. Be sure that students know the meaning of clue words such as *discuss, describe, list.*
3. Underline clue words.
4. Select questions that correspond to the domain level of the student. For example, *define* is on the knowledge level, *predict* is on the application level.
5. Allow students to outline answers or provide an outline for them to use.
6. Use structured organizers to organize answers.
7. Make sure that the question is written on the student's independent reading level.
8. Define any unclear items.
9. Word questions so that the student's task is clearly stated.
10. Use a limited number of essay questions on the test.
11. Always provide the point value of each question.
12. Provide space immediately under the question for the student's response.
13. Allow the student to tape record the answers rather than write them.
14. Allow extra time to write answers, since some students do not write as quickly as others.
15. Allow the student to omit one or two essay questions. This reduces anxiety.
16. Provide an answer check sheet that lists the components repeated in the response.
17. Indicate on the test whether the response requires factual information, inferences, and/or applications.
18. Provide study questions for the essay items on the test study guide.

- **Test Administration**

1. Give test directions orally and in writing. Make sure the directions are clear to all students.
2. Avoid giving long talks before a test.
3. Allow students to tape record responses to essay questions or to the entire test.
4. Allow students to take the test in an alternate test site such as the resource classroom.
5. Correct for content only and not for spelling or grammar.
6. Provide an example of the expected correct response.
7. Remind students to check over their tests for unanswered questions.
8. When dealing with problem-solving skills, allow students to use multiplication tables and/or calculators during math tests.

9. Read the test aloud for students who have difficulty reading.
10. Give a written outline for essay questions.
11. On an audio cassette, tape the instructions and questions for a test.
12. Use objective rather than essay tests.

# Work and Family Studies
# APPLIED SKILLS AREAS

This section of the manual presents those skills that might be needed in each of the six Work and Family Studies Applied Skills Areas: Clothing and Textiles; Consumer Education; Career Exploration; Child Development and Parenting; Foods and Nutrition; and Housing. Each area includes an intervention checklist, suggested interventions, and a list of resources for that area.

# Intervention Checklist: Clothing and Textiles

Student: _____ Course: _____

Evaluator: _____ Teacher: _____

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **I. Performs Sewing Techniques and Repair Tasks** | | | | | |
| A. Equipment Use | | | | | |
| 1. Large equipment | ____ | Demonstrates gross motor skills | ____ | ____ | ____ |
| 2. Small equipment | ____ | Demonstrates fine motor skills | ____ | ____ | ____ |
| | | Demonstrates eye-hand coordination | ____ | ____ | ____ |
| | | Follows safety rules | ____ | ____ | ____ |
| B. Construction Techniques | | | | | |
| 1. Patterns | ____ | Interprets diagrams | ____ | ____ | ____ |
| | | Interprets symbols | ____ | ____ | ____ |
| | | Reads a ruler | ____ | ____ | ____ |
| 2. Hand sewing | ____ | Demonstrates fine motor skills | ____ | ____ | ____ |
| 3. Machine sewing | ____ | Demonstrates eye-hand coordination | ____ | ____ | ____ |
| **II. Designs and Plans a Wardrobe** | | | | | |
| A. Designing Techniques | | | | | |
| 1. Principles of design | ____ | Recognizes colors | ____ | ____ | ____ |
| | | Identifies line direction | ____ | ____ | ____ |
| | | Recognizes optical illusions | ____ | ____ | ____ |
| | | Identifies textures | ____ | ____ | ____ |
| 2. Sketching skills | ____ | Demonstrates fine motor skills | ____ | ____ | ____ |
| | | Demonstrates perceptual motor skills | ____ | ____ | ____ |
| B. Textiles | | | | | |
| 1. Fiber identification | ____ | Demonstrates visual discrimination skills | ____ | ____ | ____ |
| 2. Fiber care | ____ | Demonstrates textile discrimination skills | ____ | ____ | ____ |
| 3. Equipment use | ____ | Demonstrates fine motor skills | ____ | ____ | ____ |

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# Intervention Checklist: Clothing and Textiles p. 2

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| C. Wardrobe Planning | | | | | |
| 1. Inventory | ____ | Compiles lists | ____ | ____ | ____ |
| | | Categorizes items | ____ | ____ | ____ |
| 2. Wardrobe goals | ____ | Sets goals | ____ | ____ | ____ |
| 3. Recycling | ____ | Demonstrates problem solving skills | ____ | ____ | ____ |
| **III. Understands and Implements Concepts of Fashion Merchandising** | | | | | |
| A. Fashion Trends | ____ | Uses library skills | ____ | ____ | ____ |
| | | Analyzes data | ____ | ____ | ____ |
| | | Makes predictions | ____ | ____ | ____ |
| | | Summarizes data | ____ | ____ | ____ |
| B. Fashion Coordination | ____ | Communicates effectively | ____ | ____ | ____ |
| | | Organizes tasks effectively | ____ | ____ | ____ |
| **IV. Performs Worksite Tasks Appropriately** | | | | | |
| A. Employee Responsibility | | | | | |
| 1. Communication | ____ | Meets deadlines | ____ | ____ | ____ |
| 2. Record maintenance | ____ | Follows oral directions | ____ | ____ | ____ |
| | | Follows written directions | ____ | ____ | ____ |
| | | Demonstrates punctuality | ____ | ____ | ____ |
| B. Appearance | | | | | |
| 1. Personal health | ____ | Demonstrates appropriate personal hygiene | ____ | ____ | ____ |
| 2. Appropriate dress | ____ | Understands cause and effect | ____ | ____ | ____ |

Notes:

# Intervention Strategies for Clothing and Textiles

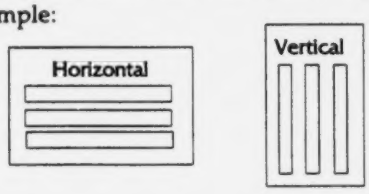
## I. Performs Sewing Techniques and Repair Tasks

1. Assign a peer tutor or use the buddy system.
2. Substitute quilting pins for dressmaker pins.
3. Substitute pattern weights, fishing sinkers, or silverware from the kitchen for pins during pattern layout and cutting.
4. Use electric shears.
5. Use a roller cutter, straight edge, and French curve for pattern cutout.
6. Mark notches with tailor's chalk, colored sticky dots, tracing paper, etc.
7. Videotape frequently used procedures for quick and handy refresher lessons, e.g., threading the sewing machine.
8. Provide laminated cue cards of symbols, equipment, and names.
9. Use a finger guard on the machine during stitching.
10. Use a purchased needle threader.
11. Use fusible hemming tape rather than hand-sewing hems.
12. Use fusible thread when hemming edges. (See package directions.)
13. When possible, use a yardstick rather than a tape measure.
14. Place colored masking tape on the sewing machine to use as stitching guidelines.
15. Use a purchased seam guide on the machine to ensure straight seams.

## II. Designs and Plans a Wardrobe

1. Place a color wheel on the bulletin board. Make written labels for the color names.
2. Help the student prepare a personal color wheel by mixing the three primary colors.
3. Make a color cue card associating color and the written word.
4. Make a line direction cue card using strips of sandpaper (tactile).

   Example:




5. Create a texture cue card using scraps of fabric and other materials.
6. Prepare fiber cue cards.
7. Assign a drawing buddy to assist in placing mental pictures on paper.
8. Use croquis figures (basic body/figure types, etc.) for sketching. (See the resource list.)
9. Use pencil grippers (used by primary grade students) and other adaptable drawing utensils.

10. Label the classroom washer and dryer with colored, numbered dots to correspond with visual directions on a poster. The poster should have simple diagrams and illustrations.

    Example:

    Lift lid
    Insert clothes
    Pour in 1 c. (cup) detergent
    Pull machine knob out

11. Use a computer-assisted design program for sketching. Assign a buddy.
12. Provide labeled bags, baskets, and boxes for categorizing clothing items.

## III. Understands and Implements Concepts of Fashion Merchandising

1. Use a buddy system for library work.
2. Substitute pictorial data for written data on fashion trends.
3. Permit student to videotape or audiotape a presentation on fashion trends.
4. Provide a "Things to Do" list.

## IV. Performs Tasks Appropriately at the Worksite

1. Provide a calendar of deadlines.
2. Record directions orally on an audio cassette as well as in written form.
3. Provide a visual representation of clock faces for essential times.
4. Provide visuals of appropriate and inappropriate professional attire.
5. Provide a daily checklist of essential hygiene procedures.

# Suggested Resources for Clothing and Textiles

## Books

Brown, G., and T. Young. *Innovative Sewing: Newest, Best and Fastest Techniques for Overlock Sewing*. Randor: Chilton, 1989.
Chamberlain, M. *Teen Guide*. Mission Hills: Glencoe, 1990.
Foster, J. *Creative Living*. Lake Forest: Macmillan, 1990.
Liddell, L. *Clothes and Your Appearance*. South Holland: Goodheart-Willcox, 1991.
Sakmar, E. *Fashion Illustration Techniques: Workbook 1—Constructing the Figure*. Cincinnati: F&W, 1987.
---. *Fashion Illustration Techniques: Workbook 2—Drawing the Head*. Cincinnati: F&W, 1987.
---. *Fashion Illustration Techniques: Workbook 3—Drawing the Garment*. Cincinnati: F&W, 1987.
---. *Fashion Illustration Techniques: Workbook 4—Rendering Fabrics and Textures*. Cincinnati: F&W, 1987.
Tate, Sharon Lee. *Inside Fashion Design*. San Francisco: Canfield, 1989.
Thompson, P. *Teens in Action*. St. Paul: Changing Times Education Service, 1989.

## Audiovisual Aids

*An Introduction to Fashion Merchandising*. South Charleston: Cambridge Career Products.
*Be Your Own Boss: Start a Business*. Lake Zurich: The Learning Seed.
*Beginning to Sew*. Beaver Dam: Nancy's Notions, LTD.
*Clothing: A Consumer's Guide*. Lake Zurich: The Learning Seed.
*Clothing Fibers*. Lake Zurich: The Learning Seed.
*Clothing Speaks*. Lake Zurich: The Learning Seed.
*Color in Clothing*. Lake Zurich: The Learning Seed.
*Effective Resumes and Job Applications*. Lake Zurich: The Learning Seed.
*Fabric Know-How*. Beaver Dam: Nancy's Notions, LTD.
*Fitting for Style*. Beaver Dam: Nancy's Notions, LTD.
*Only The Good Need Apply*. Frankfort: Education Associates, Inc.
*Resumes That Get Interviews; Interviews That Get Jobs*. Mount Kisko: Guidance Associates.
*Speed-Tailoring Blazers*. Beaver Dam: Nancy's Notions, LTD.
*Successful Sewing Basic*. Beaver Dam: Nancy's Notions, LTD.
*The Story of Fashion. Program 1, Remembrance of Things Past*. Winter Park: Films Inc.
*The Story of Fashion. Program 2, The Art and Sport of Fashion*. Winter Park: Films Inc.
*The Story of Fashion. Program 3, The Age of Dissent*. Winter Park: Films Inc.
*What Everyone Should Know About Fabrics*. Lake Zurich: The Learning Seed.

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# Student Intervention Checklist: Consumer Education

Student: _____ Course: _____

Evaluator: _____ Teacher: _____

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **I. Manages Resources** | | | | | |
| A. Budgeting | ___ | Uses simple math skills | ___ | ___ | ___ |
| B. Spending Plan | ___ | Sequences information | ___ | ___ | ___ |
| C. Savings Plan | ___ | Follows simple directions | ___ | ___ | ___ |
| **II. Prepares and Keeps Accurate Records** | | | | | |
| A. Wills | ___ | Uses simple math skills | ___ | ___ | ___ |
| B. Insurance | ___ | Extracts information from resource materials | ___ | ___ | ___ |
| C. Event Arrangements (Funerals, Weddings) | ___ | Sequences information | ___ | ___ | ___ |
| D. Housing | ___ | Uses basic writing skills | ___ | ___ | ___ |
| | | Makes comparisons | ___ | ___ | ___ |
| | | Uses dictionary skills | ___ | ___ | ___ |
| **III. Evaluates and Uses Consumer Services Wisely** | | | | | |
| A. Consumer Protection | ___ | Extracts information from resource materials | ___ | ___ | ___ |
| B. Consumer Problems and Prevention | ___ | Uses basic letter-writing skills | ___ | ___ | ___ |
| C. Guidelines for Reporting Consumer Problems | ___ | Uses media resources appropriately | ___ | ___ | ___ |
| | | Makes comparisons | ___ | ___ | ___ |

Notes:

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# Intervention Strategies for Consumer Education

## I. Manages Resources

1. Assign a peer assistant.
2. Provide multiplication tables.
3. Provide sample problem formats.
4. Provide alphabetized file folders.
5. Provide step-by-step written directions and review the directions orally.
6. Provide a sample budget.
7. Provide calculators.
8. Provide a sample format for a spending plan, or a sample spending plan.
9. Provide a sample savings plans.

## II. Prepares and Keeps Accurate Records

1. Assign a peer assistant.
2. Provide summarized information with the key points highlighted.
3. Provide a notetaking outline.
4. Provide a glossary of related terms.
5. Provide multiplication tables.
6. Provide calculators.
7. Provide comparison forms, and have students fill in the appropriate information.
8. Provide guidelines for making comparisons.
9. Provide sample problems related to buying insurance.
10. Provide guidelines for comparing funeral home services and costs.

## III. Evaluates and Uses Consumer Services Wisely

1. Keep reading assignments short.
2. Provide a summary of each reading assignment with the key points highlighted.
3. Provide a notetaking outline.
4. Provide sample letters addressing consumer problems.
5. Assign a buddy to help the student locate information in the media center.
6. Provide a glossary of consumer terms.
7. Provide step-by-step guidelines for reporting consumer problems.
8. Review written guidelines with the student, and give examples of problems.
9. Simulate activities that involve following guidelines to report consumer problems.

# Suggested Resources for Consumer Education

## Books

Ament, Karen. *Steps in Home Living*. Peoria: Bennett, 1984.
Bingham, M., and S. Stryker. *Career Choices*. Santa Barbara: Academic Innovation, 1990.
Burd, P., R. Campbell, M. Hardy, R. Jones, and R. Rudell. *Career Directions*. St. Paul: EMC, 1991.
Oppenheim, Vicki. *The Money Project Workbook*. Langhorne: Dansi, 1994.
Thompson, Patricia J., and Judy Annette Jax. *Teens in Action*. St. Paul: EMC, 1989.

## Audiovisual Aids

*Financial Fitness*. Video. Reproducible Masters. Bloomington: Meridian Education, 1993.
*Managing Your Personal Finances*. Video. Bloomington: Meridian Education Corporation, 1993.
*The Road to Wise Money Management: Planning Credit, and Your First Paycheck*. Video. Charleston: Cambridge Home Economics, 1994.

## Computer Software

*Insurance*. Consumer Basic Skills Software Series. Vancouver: Career Development Software, 1994. DOS and Macintosh versions.
*Making and Keeping Budgets*. Personal Finance Basic Skills. Vancouver: Career Development Software, 1994. DOS and Macintosh versions.

# Intervention Checklist: Career Exploration

Student: _____ Course: _____

Evaluator: _____ Teacher: _____

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **I. Investigates and Analyzes Career Opportunities, Interests, and Aptitudes** | | | | | |
| A. Resource Use | ____ | Uses library skills | ____ | ____ | ____ |
| | | Uses telephone | ____ | ____ | ____ |
| | | Reads newspaper | ____ | ____ | ____ |
| | | Uses electronic media | ____ | ____ | ____ |
| B. Guest Speakers | ____ | Listens effectively | ____ | ____ | ____ |
| | | Interacts with speaker | ____ | ____ | ____ |
| | | Asks questions | ____ | ____ | ____ |
| C. Self-analysis | ____ | Uses basic reading skills | ____ | ____ | ____ |
| | | Interprets survey information | ____ | ____ | ____ |
| | | Uses basic writing skills | ____ | ____ | ____ |
| **II. Manages Resources** | | | | | |
| A. Notebooks | ____ | Sequences information | ____ | ____ | ____ |
| | | Takes notes | ____ | ____ | ____ |
| B. Student Tasks | ____ | Organizes information | ____ | ____ | ____ |
| | | Keeps journal | ____ | ____ | ____ |
| C. Classroom | ____ | Stores information, tools, and equipment in proper place | ____ | ____ | ____ |
| **III. Prepares for Careers** | | | | | |
| A. Communication | ____ | Devises resume | ____ | ____ | ____ |
| | | Completes different types of job applications | ____ | ____ | ____ |

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# Intervention Checklist: Career Exploration p. 2

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| B. Interviewing Skills | | Writes business letters | | | |
| | | Uses phone skills effectively | | | |
| | | Uses oral grammar effectively | | | |
| | | Dresses appropriately | | | |
| C. Worksite | | Demonstrates appropriate behavior for job | | | |
| | | Recognizes job responsibilities | | | |
| **IV. Survival Skills to Balance Work and Family** | | | | | |
| A. Budgeting | | Computes and calculates numbers | | | |
| | | Organizes information | | | |
| | | Counts money | | | |
| | | Uses technology to simplify task | | | |
| B. Human Relation Skills | | Sets priorities/goals | | | |
| | | Exhibits responsible behavior | | | |
| | | Relates to others | | | |
| | | Assumes leadership role | | | |
| | | Manages stress | | | |
| | | Uses practical problem-solving techniques | | | |
| C. Health/Safety | | Demonstrates ways to practice safety | | | |
| | | Demonstrates good health habits | | | |
| | | Demonstrates wellness habits | | | |

Notes:

# Intervention Strategies for Career Exploration

## I. Investigates and Analyzes Career Opportunities, Interests, and Aptitudes

1. Allow students to explore the media center prior to a planned class tour.
2. Provide simple, step-by-step guidelines (in written and oral forms) for using media technology resources.
3. Contact the media specialist in advance, and follow the general guidelines provided for using technology.
4. Assign partners and/or peer tutors when necessary.
5. Provide simple, step-by-step guidelines (in written and oral form) for good listening skills.
6. Videotape or record guest speakers, presentations, or discussion sessions.
7. Provide students with questions or a listening guide before a presentation.
8. Provide and discuss fact-sheet information before students view a presentation.
9. Provide students with copies of notes.
10. Provide an oral test.
11. Provide a peer tutor.
12. Use the testing techniques found in the Common Skills section.
13. Use the basic reading intervention techniques suggested in the Common Skills section.

## II. Manages Resources

1. Provide a videotape or audiotape on notebook organization.
2. Develop a color-coded class notebook. Example: 1st period-green, 2nd period-yellow, 3rd period-pink.
3. Allow students to store their journals in the classroom.
4. Identify and label different learning centers in the classroom.
5. Label storage areas with simple terms and/or visuals using large print.
6. Provide equipment with instructions for student use.

## III. Prepares for Careers

1. Provide a computer with a CD-ROM for developing a picture resume.
2. Provide students with a completed, laminated personal resume and/or application for future reference.
3. Post a sample resume in the classroom.
4. Practice completing applications.
5. Provide videotapes or audiotapes on writing various kinds of resumes and business letters, including thank-you letters.
6. Use the telephone company's training simulations for developing good telephone skills.
7. Record the student's voice for the student to hear.
8. Arrange for a speech therapist to work independently with a student.
9. Provide an opportunity to record or videotape interviewing skills.

10. Provide additional videotapes and/or computer software on dressing for job success.
11. Provide a daily "Things to Do" list.
12. Provide various sensory activities on selecting appropriate dress.
13. Provide a daily job responsibility checklist for students at the job.

## IV. Balances Work and Family Survival Skills

1. Provide visual aids such as posters and overheads for multisensory approach to instruction.
2. Use games such as *Jr. Monopoly* and *Life* for reinforcement of budgeting skills.
3. Provide calculators with large number keys.
4. Provide additional computer software for multilevel math abilities.
5. Use visual and auditory materials appropriate for various reading levels.
6. Use verbal praise and tangible rewards when appropriate.
7. Assign the student tangible tasks to reduce stress and to promote positive self-esteem.
8. Provide multilevel case studies for problem solving and goal setting.
9. Post simple and concise statements on general safety habits in the classroom and on the job site.
10. Provide a checklist of general safety habits.
11. Practice daily habits that promote wellness and reinforce them in a structured, consistent, and sequential manner.

# Suggested Resources for Career Exploration

## Books


Bingham, M., and S. Stryker. *Career Choices*. Santa Barbara: Academic Innovation, 1990.

Burd, P., R. Campbell, M. Hardy, R. Jones, and R. Rudell. *Career Directions*. St. Paul: EMC, 1991.

Idol, L. *Special Education Consultation Handbook*. Austin: Pro-ed, 1983

Jackson, T., and E. Jackson. *Perfect Resume Strategies*. New York: Doubleday, 1992.

Knox, C. *English for the World of Work*. Baltimore: Media Materials, 1985.

Kimbrell, G., and B. Vineyard. *Entering the World of Work*. Bloomington: McKnight, 1978.

Kister, J., R. Sarle, and H. Boggs. *The Home Economics Middle School Resource Guide*. Columbus: Ohio State University.

Littrell, J. J. *From School to Work*. South Holland: Goodheart-Willcox, 1991.

North Carolina. Department of Exceptional Children. *Shaping Their Future: An Educator's Guide to Understanding Students with Learning Difficulties in the School Setting*. Gaston County: Gaston County Public Schools, 1992.

Vineyard, B., and G. Kimbrell. *Succeeding in the World of Work*. Mission Hill: Glencoe, 1986.

Virginia. Department of Education. Division of Pupil Personnel. *Handbook for Parents of Handicapped Children: Rights and Responsibilities*. Richmond: Dept. of Education, 1987.

—. —. Division of Vocational Education and Special Education. *Special Needs Students in Home Economics Programs: Using Teaching Strategies That Get Results*. Richmond: Dept. of Education, 1992.

—. —. Department of Rehabilitative Services and Woodrow Wilson Rehabilitation Center. *It's a Matter of Teamwork: Vocational Education for Students with Disabilities*. Richmond: Dept. of Education.

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# Intervention Checklist: Child Development and Parenting

Student: _____ Course: _____

Evaluator: _____ Teacher: _____

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **I. Disciplines and Communicates Effectively with Young Children** | | | | | |
| A. Guidance Techniques | ____ | Distinguishes between positive and negative communication | ____ | ____ | ____ |
| | | Exhibits leadership skills | ____ | ____ | ____ |
| | | Cooperates within set limits | ____ | ____ | ____ |
| B. Verbal/Nonverbal Communication | ____ | Speaks clearly | ____ | ____ | ____ |
| | | Exhibits self-discipline | ____ | ____ | ____ |
| | | Responds to body language | ____ | ____ | ____ |
| C. Written Communication | ____ | Writes legibly | ____ | ____ | ____ |
| | | Uses phone responsibly | ____ | ____ | ____ |
| | | Records messages accurately | ____ | ____ | ____ |
| **II. Cares for Young Children Responsibly** | | | | | |
| A. Health | ____ | Reads a thermometer | ____ | ____ | ____ |
| | | Recognizes symptoms of minor illness | ____ | ____ | ____ |
| B. Safety | ____ | Recognizes potential dangers | ____ | ____ | ____ |
| | | Intervenes appropriately in a given situation | ____ | ____ | ____ |
| C. Developmentally Appropriate Activities | ____ | Exhibits leadership | ____ | ____ | ____ |
| | | Exhibits creativity | ____ | ____ | ____ |
| | | Recalls information | ____ | ____ | ____ |



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# Intervention Checklist: Child Development and Parenting p. 2

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **III. Collects, Critiques, and Evaluates Data Involving Children** | | | | | |
| A. Instructional Variables | ____ | Distinguishes between subjective and objective data | ____ | ____ | ____ |
| | | Writes legibly | ____ | ____ | ____ |
| | | Respects confidentiality | ____ | ____ | ____ |
| B. Procedures for Evaluating Data | ____ | Formulates conclusions based on data | ____ | ____ | ____ |
| | | Works alone | ____ | ____ | ____ |
| | | Works in small group setting | ____ | ____ | ____ |
| **IV. Performs Worksite Tasks Appropriately** | | | | | |
| A. Employee Responsibility | ____ | Exhibits punctuality and consistent attendance | ____ | ____ | ____ |
| | | Meets deadlines | ____ | ____ | ____ |
| | | Complies with guidelines | ____ | ____ | ____ |
| | | Completes forms accurately | ____ | ____ | ____ |
| B. Teaching Strategies | ____ | Exhibits leadership | ____ | ____ | ____ |
| | | Exhibits creativity | ____ | ____ | ____ |
| | | Intervenes appropriately | ____ | ____ | ____ |
| | | Uses appropriate intervention techniques | ____ | ____ | ____ |
| C. Career Exploration | ____ | Exhibits effective listening skills | ____ | ____ | ____ |
| | | Collects and organizes information | ____ | ____ | ____ |
| | | Uses research techniques | ____ | ____ | ____ |

Notes:

# Intervention Strategies for Child Development and Parenting

## I. Disciplines and Communicates Effectively with Young Children

1. Give examples of television programs that have positive effects on children.
2. Allow students to give examples of television programs that have negative effects on children.
3. Provide opportunities for students to role play positive and negative, verbal and nonverbal communications.
4. Compare and contrast positive and negative ways to assist young children in establishing boundaries.
5. Assign students jobs within the classroom (e.g., giving oral instructions, calling roll, reading daily announcements, enforcing class rules) to promote leadership.
6. Use a group and/or buddy system when making decisions.
7. Brainstorm on the qualities of a good leader, and make a list of the suggestions.
8. Develop a reward system for recognizing good citizens of the classroom.
9. Determine and post limits and consequences for noncompliant behavior.
10. Allow students the opportunity to shadow positive role models.
11. Use magazine pictures to practice interpreting body language.
12. Play *Charades* to practice interpreting and sending messages.
13. Using groups or the buddy system, develop a collage showing individuals expressing emotions in different ways.
14. Practice letter formation and penmanship by tracing in sand, with sandpaper, or with tracing paper. Pre-made, raised letters can be used.
15. Write and exchange notes with peers.
16. Role-play the correct procedures for making and receiving a phone call and taking a message.

## II. Cares for Young Children Responsibly

1. Use a digital and/or fever strip thermometer.
2. Provide a large, color-coded drawing of a thermometer to locate specific points.
3. Role play the symptoms of an illness, and have students identify the illness.
4. Display in the classroom pictures of potential hazards that can be found in a child-care setting.
5. Create an easy-to-read chart of statistics on age groups and types of injuries.
6. Provide each student with a laminated list of phone numbers of emergency agencies, e.g., animal control, poison control, and hospitals.
7. Have students role play effective parenting skills.
8. Have students describe appropriate responses to emergency situations after viewing selected television shows.
9. Develop, post, and have students respond to a classified ad listing personal characteristics needed by a child-care provider.
10. Encourage students to discover their personal creativity through one or more of the following activities: finger painting with whipping cream, drawing, making a collage, cutting out patterns, making clay or playdough figures.

11. Using bags, boxes, etc., have students create a product by following specific instructions. This can be done individually or with a buddy.
12. Keep a class reference notebook of important information.
13. Have students relate events from a previous day for practicing recall.

## III. Collects, Critiques, and Evaluates Data Involving Children

1. Allow students to use video/audio taping instead of written observations.
2. Provide pre-made observation sheets to record the behaviors observed.

## IV. Performs Worksite Tasks Appropriately

1. Prepare an individual "Things to Do" list.
2. Practice listening skills. (See list of resources.)
3. Practice following directions by having students draw an object or fold paper from a step-by-step presentation.
4. Practice completing forms and filling out applications. (See list of resources.)
5. Practice telephone use. (See list of resources.)

# Suggested Resources for Child Development and Parenting

## Books

Brisbane, H. *The Developing Child*. Mission Hills: Glencoe, 1988.
Decker, C. *Children: The Early Years*. South Holland: Goodheart-Willcox, 1990
Foster, J. *Creative Living*. Princeton: Glencoe/McGraw-Hill, 1994.
Herr, J. *Working with Young Children*. South Holland: Goodheart-Willcox, 1990.
Mawhinney, V. Thomas, and Corlice J. Peterson. *Child Development: Parenting and Teaching*. Cincinnati: South-Western, 1990.

## Audiovisual Aids

*Childcare Tips for Infants, Toddlers, Preschoolers, and School Age Children*. St. Paul: EMC, 1993.
*Childcare: Indoor Safety*. Video. Garden City: Bergwell Video Production, 1991.
*Childcare: Outdoor Safety*. Video. Garden City: Bergwell Video Production, 1990.
*Floortime: Tuning-In to Each Child*. New York: Scholastic, 1990.
*Infant Development*. Skillman: Whittle Communications and A. Eric Jones Production, 1987.
*Infant Health Care*. Skillman: Whittle Communications and A. Eric Jones Production, 1987.

## Kits

Mackenzie, Richard. *Skills for Modern Living*. Chatworth: Opportunities for Learning, 1979.
Mintz, Herman. *Telephone Use Activity Packet*. Portland: J. Weston Walch, 1979.
Smith, Thomas A. *Survival Listening Skills*. Portland: J. Weston Walch, 1982.

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# Intervention Checklist: Foods and Nutrition

Student: _____ Course: _____

Evaluator: _____ Teacher: _____

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **I. Maintains and Operates Equipment** | | | | | |
| A. Electrical Appliances | ____ | Observes electrical safety practices | ____ | ____ | ____ |
| | | Operates appliances according to directions | ____ | ____ | ____ |
| B. Small Utensils | ____ | Uses small tools properly | ____ | ____ | ____ |
| | | Demonstrates fine motor control skills | ____ | ____ | ____ |
| | | Cleans and maintains tools | ____ | ____ | ____ |
| | | Chooses correct equipment for a given task | ____ | ____ | ____ |
| | | Observes safety practices with tools | ____ | ____ | ____ |
| | | Uses equipment as directed | ____ | ____ | ____ |
| **II. Plans and Modifies Recipes/Menus** | | | | | |
| A. Nutrition | ____ | Understands the relationship between food and health | ____ | ____ | ____ |
| | | Reads and understands container/package labels | ____ | ____ | ____ |
| B. Meal Planning | ____ | Categorizes items from a list | ____ | ____ | ____ |
| | | Performs multistep problem solving | ____ | ____ | ____ |
| **III. Prepares Foods** | | | | | |
| A. Measurements | ____ | Computes numbers and fractions | ____ | ____ | ____ |
| | | Uses measuring equipment correctly | ____ | ____ | ____ |
| B. Food Terminology | ____ | Applies definitions correctly | ____ | ____ | ____ |
| | | Identifies word abbreviations | ____ | ____ | ____ |
| C. Procedures | ____ | Practices personal hygiene | ____ | ____ | ____ |

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# Intervention Checklist: Foods and Nutrition p. 2

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **IV. Presents and Serves Food for Various Occasions** | | | | | |
| A. Table Etiquette | | Demonstrates acceptable social behaviors | ___ | ___ | ___ |
| | | Arranges objects according to a plan | ___ | ___ | ___ |
| B. Food Service | | Performs activities in a sequence | ___ | ___ | ___ |
| | | Follows established procedures | ___ | ___ | ___ |
| **V. Manages Resources** | | | | | |
| A. Supplies | | Conserves supplies | ___ | ___ | ___ |
| | | Stores items properly | ___ | ___ | ___ |
| | | Uses a checklist | ___ | ___ | ___ |
| | | Compiles and organizes items into a list | ___ | ___ | ___ |
| | | Recycles materials | ___ | ___ | ___ |
| B. Time | | Tells and computes time | ___ | ___ | ___ |
| | | Prioritizes activities into a schedule | ___ | ___ | ___ |
| | | Follows a time schedule | ___ | ___ | ___ |
| C. Money | | Counts and computes money | ___ | ___ | ___ |
| | | Uses calculators | ___ | ___ | ___ |
| | | Budgets expenses | ___ | ___ | ___ |
| D. Energy | | Follows a plan of efficient activity | ___ | ___ | ___ |
| **VI. Performs Worksite Tasks Appropriately** | | | | | |
| A. Basic Skills | | Completes and interprets forms | ___ | ___ | ___ |
| | | Communicates effectively with adults | ___ | ___ | ___ |
| | | Sets personal goals and plans | ___ | ___ | ___ |

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# Intervention Checklist: Foods and Nutrition p. 3

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| B. Customer Service | ___ | Interprets orders or directions correctly | ___ | ___ | ___ |
| | | Uses the telephone appropriately | ___ | ___ | ___ |
| | | Follows established regulations and procedures | ___ | ___ | ___ |
| C. Instructional Equipment | ___ | Demonstrates gross motor skills ability | ___ | ___ | ___ |
| | | Handles and uses large equipment correctly | ___ | ___ | ___ |

Notes:

# Intervention Strategies for Foods and Nutrition

## I. Maintains and Operates Equipment

1. Use situation cards to help students review safety and the use of equipment.
2. Model the use of appliances and equipment for the students.
3. Assign a partner to a student when using appliances and equipment.
4. Provide guided practice and a sequential checklist for students using equipment.
5. Maintain close proximity to students who may have difficulty using equipment.
6. Use alternative activities when teaching equipment identification, e.g., modified word search, picture bingo, word banks, scavenger hunt, puzzles, etc.
7. Have students develop a safety poster, write poetry or a play, or produce a creative product demonstrating knowledge of safety practices.
8. Label cabinets with names and/or pictures of the equipment inside.

## II. Plans and Modifies Recipes/Menus

1. Create a collage demonstrating the Food Guide Pyramid.
2. Play a Bingo game using food groups for columns and food items for squares to reinforce knowledge of the Food Guide Pyramid.
3. Cut out and post on a flannel-board poster pictures of foods for creating balanced meals.
4. Display pictures of the results of poor nutrition and the corresponding deficiency diseases (available from the USDA).
5. Have a local nurse or resource person speak on the nutritional needs and problems of adolescents.
6. Provide a checklist for the students to use in planning, categorizing, and evaluating meals.
7. Have students create menus for their favorite restaurant or cafeteria.
8. Collect different types of food containers and analyze food labels.

## III. Prepares Foods

1. Before beginning measurement computations, give the resource teacher the information needed so that he or she can review math with the student.
2. Use visuals of pizzas, pies, etc. to illustrate fractional measurements.
3. Make flash cards or puzzles to reinforce measurement equivalents.
4. Model the use of all measuring equipment.
5. Allow time for guided practice in measuring basic ingredients.
6. Pair students with partners when measuring ingredients.
7. Use pairs of cards with food terms and definitions or food terms and abbreviations to simulate *Memory* or *Go Fish*.
8. Use a checklist for food preparation activities.
9. Post a checklist for each activity in the food lab.
10. Model skills to students before students perform an activity themselves.
11. Give recipes to the resource teacher before a lab so that he/she can help motivate and acquaint students with upcoming activities.

12. Allow small groups to prepare foods. Divide tasks so that the student is comfortable with the assignment.
13. Rotate food preparation activities among students to acquaint them with various tasks.

## IV. Presents and Serves Food for Various Occasions

1. Have students role play table manners and table service.
2. Make construction paper placemats with cutouts of flatware, glassware and plates glued in the proper places. Laminate and use at the table at the beginning of the unit.
3. Distribute situation cards for demonstration and/or simulation of proper table behaviors.
4. Arrange for students to visit a local restaurant or occupational foods class to practice table manners and observe different types of food service.
5. Provide a checklist for each step in table-setting and food service activities.
6. Provide the resource teacher with information for reinforcement.

## V. Manages Resources

1. Provide the resource teacher with a list of activities before using them in class.
2. Introduce new skills and activities gradually.
3. Model the use of recycling containers and recycling procedures.
4. Label storage areas, recycling containers, and other facilities.
5. Use a large clock face to demonstrate adding time for recipes and using a time schedule.
6. Use a checklist for developing schedules.
7. Use a timer in the food lab to help students stay on schedule.
8. Role play counting and making change using play money.
9. Practice using calculators in class.
10. To practice budgeting, have students write down the costs of common items they see in local stores.
11. Use puzzles or magic squares for review of the use of schedules and work flow.
12. Have students create a flowchart of someone preparing a meal.

## VI. Performs Worksite Tasks Appropriately

1. Provide the resource teacher with sample forms and lists of the skills students will need for tasks.
2. Model skills for the student.
3. Assign a partner or peer tutor to help students.
4. Role play various situations with students, e.g., a job interview, conversations between a manager and an employee or between a customer and an employee, various telephone conversations.
5. Have students complete practice forms such as a job application, a W-2 form, time sheets, food orders, receipt books, etc. Demonstrate how to complete each on an overhead transparency.
6. Have a local official explain local food preparation codes and regulations to students.
7. Take field trips to various types of food preparation establishments and provide a checklist of information to be learned.
8. Use situation cards to discuss the proper response to various situations on the job site.

# Suggested Resources for Foods and Nutrition

## Books


Bunnell, Jean. *Basic Cooking and Nutrition for Special Students.* Portland: J. Weston Walch, 1988.

Dixon, Monica, and Kathy Glovka. *"Fun"tastic Nutrition Education Ideas:* Owatonna: Pineapple Appeal, 1992.

Dunn-Strohecker, Martha, and Deborah T. Tippett. *You: Living, Learning, Caring.* South Holland: Goodheart-Willcox, 1992.

Haines, Robert G. *Food Preparation Workbook.* Homewood: American Technical, 1988.

Henke-Konopasek, Nancy. *Student Activity Guide for Building Life Skills.* South Holland: Goodheart-Willcox, 1989.

Jacobson, Michael, and Laura Hill. *Kitchen Fun for Kids: Healthy Recipes and Nutrition Facts for 7-to-12-Year-Old Cooks.* New York: Holt, 1991.

Morgan, Connie A. *Great Cooking Labs for Home Economics.* Portland: J. Weston Walch, 1982.

Parnell, Frances Baynor. *Student Activity Guide for Skills for Everyday Living.* South Holland: Goodheart-Willcox, 1988.

Ray, Mary Frey, and Evelyn Jones Lewis. *Exploring Professional Cooking Workbook.* Lake Forest: Macmillan-McGraw-Hill, 1988.

Zeller, Paula Klevan, and Michael F. Jacobson. *Eat, Think and Be Healthy.* Washington, DC: Center for Science in the Public Interest, 1987.


## Audiovisual Aids

*Fast Food.* Video. Learning Seed, 1992.

*Food Preparation Skills and Techniques.* Video series. The School Company, 1993.

*Food Preparation Words and Terms.* Video. Franklin Clay, 1990.

*Food and Nutrition.* Reproducible activity books. Janus, 1986. High interest, low reading level.

*Kitchen Math.* Susan Brendel. Photocopy master activities. Portland: J. Weston Walch, 1993.

*Meal Presentation and Etiquette.* Video. Basics. The School Company, 1993.

*Microwave Cooking and Safety.* Video. Franklin Clay, 1986.

*Nutrition Curriculum Activity Kits.* Two levels. Center for Applied Research in Education, 1986.

*The Nutrition Box.* Activity cards. Educational Insights, 1992.

*Video Basics of Kitchen Safety and Organization.* Video. The School Company, 1993.

*What's Eating You?* Video. Cambridge, 1992. Weight control attitudes and habits.

## Computer Software

*Apple Pie.* Dietary Data Analysis, 1990. Series of seven programs. IBM, Macintosh, and Apple versions.

*Bake and Taste.* Mindplay, 1993. Macintosh, IBM, and Apple versions. Stresses math and comprehension skills.

*Dine Right/Macdine Perfect.* DINE Systems, 1992. IBM and Macintosh versions.

*Fast Food: Micro-Guide*. Learning Seed, 1987. Apple and IBM versions.

*Food Labels*. MCE Lawrence Productions, 1987. Apple version.

*Foods Measuring Techniques*. Orange Juice Software, 1984. Apple version.

*Food Poisoning, Sanitation and Preservation*. Orange Juice Software, 1982. Apple version.

*Know It All*. Dietary Data Analysis, 1986, 1988. IBM and Apple versions. Series of programs on several foods and nutrition topics.

*Nutrient Analysis System 2*. Dietary Data Analysis, 1993. IBM version.

*The Grocery Games*. Learning Seed, 1987. Apple version.

*The Place Setter*. Orange Juice Software, 1988. Apple version.

*What Did You Eat Yesterday?* Learning Seed, 1990. IBM and Apple versions.

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# Intervention Checklist: Housing

Student: _____ Course: _____

Evaluator: _____ Teacher: _____

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **I. Makes Housing Decisions Based Upon Needs** | | | | | |
| A. Living Space | | Senses own and others' need for space | | | |
| | | Understands personal and cultural values | | | |
| B. Housing Alternatives/Options | | Distinguishes between advantages and disadvantages | | | |
| | | Compiles a list of questions | | | |
| | | Reads a map | | | |
| | | Uses a calculator | | | |
| **II. Draws, Sketches, Diagrams, and Uses Symbols** | | | | | |
| A. Interior Design | | Reads a standard ruler | | | |
| | | Understands the uses of symbols | | | |
| B. Lawn and Environmental Planning | | Uses computer | | | |
| **III. Coordinates Colors, Textures, Space, and Lines** | | | | | |
| A. Elements of Design | | Recognizes geometric shapes | | | |
| | | Recognizes colors | | | |
| | | Demonstrates appropriate use of art supplies | | | |
| B. Interior Decorating | | Applies safe techniques when using craft tools such as scissors and hot glue guns | | | |
| C. Procedures | | Follows through on extended project work | | | |

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# Intervention Checklist: Housing p. 2

| Characteristics of Setting | Check if It Applies | Student's Present Performance Level | Has Mastered Skill | Is Working on Skill | Is Unable to Perform Skill |
|---|---|---|---|---|---|
| **IV. Cleans and Maintains Furniture, Fabrics, and Other Home Furnishings Appropriately** | | | | | |
| A. Household Inventory | ____ | Identifies home appliances | ____ | ____ | ____ |
| | | Compiles inventory sheet | ____ | ____ | ____ |
| B. Household Maintenance | | Follows safety procedures when using household appliances | ____ | ____ | ____ |
| | | Follows safety procedures when using household cleaning products | | | |

Notes:

# Intervention Strategies for Housing

## I. Makes Realistic Housing Decisions Based Upon Needs

1. Have each student draw a stick figure or picture to represent himself/herself. Around the figure, draw "space bubbles" to reflect different levels of personal space. Identify situations that apply to those comfort zones and the feelings or emotions experienced when people or things are in their space.
2. Brainstorm ideas or things valued by individuals from different cultures.
3. Provide a checklist of positive aspects (being near a bus line, adequate privacy) and negative aspects (noisy neighbors, high cost) of living in a neighborhood. Have students mark *A* for the advantages and *D* for the disadvantages.
4. Provide students with ideas for questions to ask on an interview concerning housing alternatives, e.g., cost, living space, privacy, available facilities, location.
5. Using a county and/or city map, ask the students to highlight the route from school to home.
6. Using a catalog with prices and pictures, have the student find the total cost of furnishing one room.

## II. Draws, Sketches, Diagrams, and Uses Symbols

1. Use a basic room drawing and compute the length and width in inches. Convert the measurements to feet using a scale.
2. Have students practice using a standard ruler and tape measure by taking common household measurements such as curtain length and width, table height, picture length, etc.
3. Familiarize students with symbols and demonstrate how they are used by showing pictures of common traffic signs, identifying what each represents. Apply the concepts of symbolism to the use of symbols in floor plans and post a chart of floor-plan symbols.
4. Provide a buddy for appropriate and effective use of the computer.

## III. Coordinates Colors, Textures, Space, and Lines

1. Post a chart with labeled, colored dots to assist students in identifying colors.
2. Display examples of various textures using carpet samples, floor tiles, and fabric swatches.
3. Provide posters of home furnishings and accessories such as lamp shades, end tables, and sofas and match these furnishings to geometric shapes such as squares, rectangles, and triangles.
4. Use plastic or laminated colored dots as a substitute for paints and crayons.
5. Provide a buddy for safe use of scissors and hot glue guns.
6. Divide long projects into smaller sections; assign additional sections as each segment is completed.
7. Use flash cards or ESL charts to help identify names of home appliances, and reinforce this knowledge by having students create a poster.

## IV. Cleans and Maintains Furniture, Fabrics, and Other Home Furnishings Appropriately

1. Have students find a picture of a "dream room." Using a suggested inventory list, have them check the items that need to be purchased to complete the room.
2. Assign a buddy for students who may have trouble using a particular piece of equipment.
3. Have student pairs create posters on the safe use of appliances and cleaning products.

# Suggested Resources for Housing

## Books

Forte, I. *The Kid's Stuff Book of Reading and Language Arts*. Nashville: Incentive, 1987.
Sebrarek, P. *Write Source 2000*. Burlington: Write Source Educational Publishing, 1992.
Stanish, B. *Sunflowering*. Carthage: Good Apple, 1977.

## Computer Software

*The Home Hunter*. Orange Juice Software Systems. Apple version.

## Periodicals

Hassenfritz, D. "Dollars and Sense." *Challenge* 12.1 (1993).
Smallwood, C. "No-cost Fun, Math Activities for Kids." *Oasis* 8.1 (1993).
Buttom, R. "Family Budgets." *Oasis* 8.1 (1992).

In accordance with the requirements of the Office of Gender Equity for Career Development, Virginia Department of Education, the Carl D. Perkins Vocational and Applied Technology Act of 1990, and other federal and state laws and regulations, this document has been reviewed to ensure that it does not reflect stereotypes based on sex, race, or national origin.

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